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ABSTRACT

This unit of study provides teaching materials and activities designed to give high school students practical and valuable information for acquiring a job. The emphasis of the unit is on the job interview. The material is divided into the following seven chapters: (1) the employer and the candidate; (2) selecting the type of work; (3) locating prospective employers; (4) application forms; (5) preparing for the job interview; (6) the job interview; and (7) the follow-up. Student materials include a job-readiness questionnaire, a self-inventory form, a job-search activity sheet, and various application forms. A student self-evaluation form to be filled out following the job interview, a sample of an employer survey, and a list of the employers surveyed are also included. Much of the material in the unit is based upon the comments and responses of the 12 employers who were surveyed. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

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THE JOB INTERVIEW

Developed By:

Gene H. Drachenberg
Speech Teacher
Peet Junior High School
Cedar Falls, Iowa 50613

Sponsored By:

The Teacher Center
2201 E. Mitchell Avenue
Waterloo, Iowa 50702

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AREA EDUCATION AGENCY 7

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Author(s): Gene Drachenberg

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Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

Note To The Teacher:

In order for your students to secure part-time or full-time employment, they must be able to conduct an effective job interview. After teaching the interview unit in my speech classes for several years and talking to area employers about how most high school students are not at all prepared for the job interview, I was motivated to research this dilema. The materials and activities contained in this booklet will give your students practical and valuable information about acquiring a job. Most of the sources used in this booklet are comments and responses from managers of local establishments who employ numerous high school students in the metropolitan area. The questions and results of this survey are in the back of the booklet.

After your students have studied the text, completed the forms, and participated in the assignments and activities, they will have a better chance to impress prospective employers, which is the key in finding a job.

Gene H. Drachenberg

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CHAPTER ONE

THE EMPLOYER AND
THE CANDIDATE

A job interview is a face to face conversation between two people, the employer, who owns or represents the business, and the candidate, who is seeking the job.

The interview should be a relaxed and comfortable meeting between these two individuals, but is most often perceived as a frightening situation. The contents of this unit will prepare your students to overcome this fear and develop the self-confidence needed to feel comfortable in a formal interview.

The Candidate

Today more high school students are working at part-time jobs than ever before. Teenagers hold jobs for various reasons. Some work for the sheer pleasure of it; others work to gain experience; but the majority work to provide themselves an income.

The candidate as used throughout this booklet refers to your individual students who are seeking employment.

The interview provides the candidate an opportunity to prove he/she is qualified for the job for which he/she is applying. The candidate should stress his/her abilities, achievements and talents.

Each candidate has a product to sell, which is his/her knowledge, skill and experience. This is communicated to the employer by the candidate's appearance, manners, and responses to the employer's questions. In other words, the candidate is a salesperson selling himself/herself.

The main thrust or aim of the job candidate is to make the interviewer, or employer, believe that he/she is the best possible person for the job.

The Employer

Depending upon the size of the business, the interviewer will usually be the owner, manager, or a personnel director. In small businesses, which employ up to 40 people, the manager or owner will probably conduct the personal interviews. In the larger companies, a personnel director will handle this task. In most cases, your students will be interviewed by the owner or manager of the business. The interviewer's responsibility when conducting this interview is to gather information and evaluate each candidate to decide suitability for the position.

It is difficult to predict the amount of time needed for the interview but the average length of time an employer spends interviewing a high school student for an unskilled job is eighteen minutes.

Keep in mind that employers are buyers. They are searching and willing to pay for talent and ability. Buyers are always in the market to buy, provided the candidate has something worthwhile to sell.

Most employers are very selective about people they hire. They want the best person available to fill the position, so competition for each job is great. Stress to your students that they can expect a lot of competition within the job market and students who are the most informed and educated on interviewing techniques will probably have the best chance to acquire the available jobs in the marketplace.

TEACHER'S CLASS SURVEY

It is important for you to know the present and future employment plans of your students. Ask the following questions orally, record the responses and compute to a percent. This will give you an idea of the experiences and employment plans of your class, and how valuable the job interview can be for them.

1. How many students are employed at the present time? _____ = _____% of class

2. How many students have experienced a formal job interview? _____ = _____% of class

3. How many students plan to apply for a job this year? _____ = _____% of class

4. How many students are definitely not going to seek employment this year? _____ = _____% of class

CHAPTER TWO

SELECTING THE
TYPE OF WORK

Many people will look for a job several times in their lives. The U.S. Census reveals that there are more than 30,000 kinds of individual jobs in our country.

Before your students start looking for a job, they should complete the following tasks: 1) decide if they are ready and willing to enter the job market; 2) take personal inventory of themselves; and 3) select job areas of interest.

You may have some students who are not ready or willing to enter the job market. For various reasons, such as lack of interest, maturity level, no need for money, or lack the desire to work, some students will elect not to work during their high school years. But keep in mind the majority of high school

students will seek employment of some kind before they graduate. The Job Readiness Questionnaire at the end of the chapter is a good device for your students to get an indication if they are ready for the employment world.

To attempt to find the right type of work, your students have to know what they have to offer a prospective employer. Each student should assess his/her interests, skills and abilities. Candidates will be more successful in finding satisfying work when they possess a realistic picture of their individual resources. Have the students complete the Self-Inventory Form which is at the end of the chapter. This will identify some of their abilities and interest areas. The results of this worksheet should be studied before students select the type of work they will pursue.

The final activity sheet in this chapter is the Job Identification Work Sheet. The students should complete this form after reviewing their Self-Inventory Form, keeping in mind their abilities, talents, and interest areas. It is very important that the students' interest areas and abilities are compatible with their job selections.

JOB READINESS QUESTIONNAIRE

The following questions are designed to help you determine if you are ready for part-time employment.

	YES	NO
1. Do you get your school assignments completed on time?	_____	_____
2. Can you follow instructions accurately?	_____	_____
3. When you make a mistake are you willing to admit it?	_____	_____
4. Can you work well under pressure?	_____	_____
5. Do you do work at home and school without complaining?	_____	_____
6. Do you help others when your own work is completed?	_____	_____
7. Can you work without supervision?	_____	_____
8. Do you usually get along with others?	_____	_____
9. Can you accept criticism?	_____	_____
10. Are you willing to give up time with your friends and family to work?	_____	_____

SCORING: If the answers are mostly "yes," this should indicate that you are ready for a job.

SELF INVENTORY FORM

Please follow these instructions carefully. Complete the following questions as completely and honestly as you can. The results will help you to identify areas of talent, skill, and interest.

1. Do you like to work alone or with others? _____
2. Do you prefer physical or mental kinds of work? Why? _____

   _____
3. Do you like to work inside or outside? _____
4. What is your main interest or hobby? _____

   _____
5. List the areas in which you feel you are skilled. _____

   _____
6. What kinds of activities do you excel in? _____

   _____
7. Do you usually avoid or accept responsibility? _____

   _____
8. What are your favorite extra-curricular activities in school? _____
9. What are your favorite subjects in school? _____

   _____
10. What obligations or tasks do you do that you enjoy? _____

    _____
11. What kinds of books do you read? _____
12. How do you usually spend your free time? _____

    _____

JOB IDENTIFICATION

1. Identify several jobs which sound like interesting work to you.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. If you were instructed to find a job tomorrow, keeping in mind your age, skills, abilities, and interests, list the three specific stores or establishments where you would apply.

_____

_____

_____

3. If all of the businesses paid the same wages and offered the same hourly work schedule, which job would you select?

_____

CHAPTER THREE

LOCATING PROSPECTIVE EMPLOYERS

To find a job, your students have to carry out a well-planned job search. It will require effort and organization for them to complete the activities in this chapter.

One important point to stress is that almost all employers would rather be contacted in person rather than by phone or mail. So when your students are contacting employers, be sure they go in person to apply.

Information or leads on employers who are hiring can be obtained from a number of sources. Discuss each possible approach with your students to prepare them to complete the activity sheets at the end of the chapter.

1. Friends and Relatives. The candidate who is seeking employment should let as many people as possible know he is looking for a job. This list should contain as many people as

possible. Remind the candidates to select people who would be willing to assist or contact them if knowledge of a job opening occurs..

2. School Counselors. Many school counselors have materials available about jobs. Local employers often call the school when they have available jobs for high school students. Candidates should find their counselor one of the most useful sources of assistance.

3. Daily Newspapers. Many establishments advertise their job openings in the Classified Advertising Section in area newspapers. Suggest to students that they carefully read these ads. If they find a job in an ad which interests them, instruct them to cut it out of the newspaper and follow-up immediately. They should be persistent and check these ads daily.

4. Community Job Service. Contact the Job Service of Iowa for information in seeking a job. They often keep a youth file of applicants who are looking for work.

5. Public Employment Agency. State employment service offices are located in most larger cities. They operate, without charge, to serve both employers and job candidates of all types. Young people seeking to enter the job market often receive help from a specialist in youth employment.

6. Private Employment Agencies. These agencies will assist you in finding a job for a fee or commission.

The Job Search Activity Sheet which follows should be completed by the students. Suggest to them that they keep it for future reference.

After the student completes the form, it is recommended that the student bring their newspaper ads and share them with the rest of the class.

The information for question 3 should be covered in class. Instruct the students to use the telephone directory to complete this section and bring the results to class the following day. The area agencies are listed in the back of this chapter.

JOB SEARCH ACTIVITY SHEET

1. List the names of your friends and relatives you are going to contact to inform them you are looking for a job.

_____ _____

_____ _____

_____ _____

2. Clip out 3 HELP WANTED ads from the local newspapers and record the names of the businesses below. Bring the ads to class and be prepared to read and explain them.

_____

_____

_____

3. Find the requested information on the agencies below.

NAME	ADDRESS	PHONE
Job Service of Iowa	_____	_____
Youth Employment Service	_____	_____
Private Employment Agencies	_____	_____
	_____	_____

4. List 10 places of business to which you might apply for work. Be sure they will consider a high school candidate for the job.

	NAME	ADDRESS
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

CHAPTER FOUR

APPLICATION FORMS

Most employers rely heavily upon the information asked on their application forms. Filling out these forms should be taken seriously by the job candidate.

Before the applicant goes to the place of business where he/she will be expected to fill out a formal application form, some advanced preparation is necessary.

Before you cover the material on Application Forms, have your students fill out the sample application form at the end of the chapter without any instructions, comments, or explanation. This will also be a post-activity. Collect and keep the completed applications for comparison after covering this chapter.

Personal Data Sheet

Each candidate should prepare a personal information sheet before going to the place of business. This information sheet should contain not only general information but specific and pertinent information such as education, references, and job

experiences. Many times this data sheet can be attached to the application form, so be sure to have your students prepare several copies.

The Personal Data Sheet at the end of the chapter should be filled out in its entirety and will be used later.

Filling Out the Application Form

The application form the candidate fills out for the employer is important and should not be done in a hurry. Be sure the students think and take time to complete the form. Here are some recommendations for your students to follow when completing these forms:

1. Write or print neatly. When examining application forms, many employers will skip or disregard a sloppy form.
2. The entire form should be completed. Answer every question asked. A small dash should be made in the space after questions that are not pertinent or do not pertain to you.
3. Detailed information will support your strengths.
4. Usage of correct spelling and grammar is important.
5. Know your social security number.
6. If there are questions you don't understand, politely seek help or assistance.

References

Requests for personal references should be anticipated and should be prepared in advance.

There are three types of references candidates can secure:

1. Educational Reference - would comment on the candidate's grades, study habits, and behavior.
2. Personality Reference - would comment on the candidate's character and personality traits.
3. Employment Reference - would comment on the past work habits, dependability, and skills of the candidate.

Candidates should have a list of at least five individuals to use as references. Permission from these references should be acquired in advance. The candidates should have a copy of the name, address, phone number, and position of each person they use as a reference.

Suggested people to ask to be a reference could be former employers, teachers, principals, school counselors, ministers, family doctor, or neighbors.

Activity Have each student complete and hand in the following day the Job Reference Sheet. Remind them that contacting these references is the major way an employer screens prospective applicants to decide who will be interviewed.

Activity After covering all the material in this chapter, instruct the students to again fill out the Application Form, applying what they have learned in this chapter. Have the students compare the Application Form they filled out in the beginning with the Application Form they filled out at the end of the chapter, and make a list of the differences between the two.

PERSONAL DATA SHEET

General Information

Name _____

Address _____

Phone _____

Sex _____ Height _____ Weight _____

Age _____ Birth ____/____/____

Social Security # _____

Education

School	Dates Attended

Job Experiences

Name of Business	Date	Position

References

Name	Position	Address	Phone

JOB REFERENCES

The following are people whom I can contact to use as references. They are people who know me and are basically interested in my finding a job. (Try to include educational, personality, and employment references if possible.)

	Name	Position	Address	Phone
1.				
2.				
3.				
4.				
5.				

Write out your verbal approach when asking an individual if he/she could be used as a reference when applying for a job.

APPLICATION FOR EMPLOYMENT

Name _____

Address _____ Phone _____

Date of Birth _____

Social Security No. _____

Any Physical Handicaps? _____ If so, what? _____

Present or Last Employer _____

Title of Position _____ From _____ to _____

Reason for Leaving _____ Salary _____

High School Attended _____

Did you Graduate? _____ If not, highest grade completed _____

Do you have a driver's license? _____ Chauffers license? _____

When could you start to work? _____

Are there any hours you would not be available for work? _____

_____

For what position are you applying? _____

Do you have special skills which qualify you for this position?

_____ If so, list them _____

References: List three (3) persons who are well acquainted with you.

Name _____ Address _____

_____ _____

_____ _____

_____ _____

Date Signature

CHAPTER FIVE

PREPARING FOR THE INTERVIEW

Many students dread the thought of sitting down with an employer and interviewing for a job. They perceive it as being a very frightening and uncomfortable situation. With some advanced planning and preparation most of this fear can be alleviated.

The candidate should be aware of appearance, the importance of asking intelligent questions, and having some knowledge about the establishment before the interview takes place. Each of these areas are specifically covered in this chapter.

Appearance

The first impression you make on the interviewer when applying for a job is based on your appearance. Most employers feel it is extremely important that the candidate is clean and neat. If your

personal appearance is not pleasing to the interviewer, it will greatly reduce your chances of being selected for the job.

Your appearance is the primary focus when the job interviewer begins assessing you as a person. The following suggestions would be helpful to your students:

1. Avoid extreme appearances is the best policy.
2. Be sure you are personally clean.
3. Comb your hair and have it neatly fixed.
4. Use little perfume or aftershave.
5. Keep jewelry to a minimum.
6. Select neat and appropriate attire. Whatever you wear, make sure it is suitable for the place where the interview will be held.

Asking Questions

Usually at some time during the interview, the employer will ask the candidate if he/she has any comments or questions. It is highly recommended that a candidate always ask the interviewer questions when given a chance. This shows the interviewer that the candidate is thinking, organized, and is interested in the job.

There are certain things about the job that should be known before applying. If these areas are not covered during the interview, they should be asked by the candidate.

1. Hours per week
2. Salary and overtime

3. Duties and responsibilities
4. Starting date
5. Working conditions
6. Uniforms
7. Physical examination
8. Scheduling

Instruct the students to complete the Candidate's Questions Worksheet at the end of the chapter. These questions should be used as reference by the students when they complete the interview assignment in Chapter 6. This can also be a small group activity if you choose.

Know the Job

Many job seekers set out for the interview thinking they are totally prepared. But they sometimes lack one important bit of information: a knowledge of what the employer wants. When a candidate interviews for a job, the interviewer is measuring him against the requirements of a particular job. The more a person knows about the company and its operation the better the chance of meeting the interviewer's requirements.

The candidates should try to research and familiarize themselves with the following:

1. What are the store hours?
2. How many employees work at the place of business?
3. Does the employer hire many high school students?
4. What does the store specialize in selling?
5. How are the products made?

6. Who are the primary customers?
7. What qualifications do they seek in their employees?
8. Is there any chance for advancement?
9. Is it seasonal or steady work?

The Job Information Worksheet should be completed by each of the students. Give the student one day to gather the information and after the worksheets are completed, discuss them in class. Focus on any difficulties the students had in answering specific questions.

Pre-Interview Reminders

Knowing that the candidate has prepared for the interview will develop a sense of confidence. The candidate should review the checklist below:

1. Know the name of the interviewer.
2. Know the exact time of your interview, and be sure to arrive on time.
3. Know exactly where your interview will be held.
4. Go to the interview alone.
5. Be sure you are neat and clean and dressed appropriately.
6. Bring your Personal Data Sheet.
7. Know your social security number.
8. Have a work permit if you are under 16.
9. Bring at least two writing instruments.
10. Bring a list of questions you are going to ask the interviewer.

THE CANDIDATE'S QUESTIONS

The questions candidates ask the employer during the job interview show that they are interested in the job. Make a list of eight questions you plan on asking the interviewer. Be sure you cover all areas that were discussed in the chapter.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

JOB INFORMATION WORKSHEET

Using the job you selected in Chapter 2, complete the following worksheet. Research and gather the information requested below. Knowing about the business will give you a better understanding of the position for which you're applying and the establishment for which you will be working.

Name of Business _____

Address _____

Phone _____

Store Hours _____

Total Number of Employees _____

Number of High School Employees _____

Product sold or services rendered _____

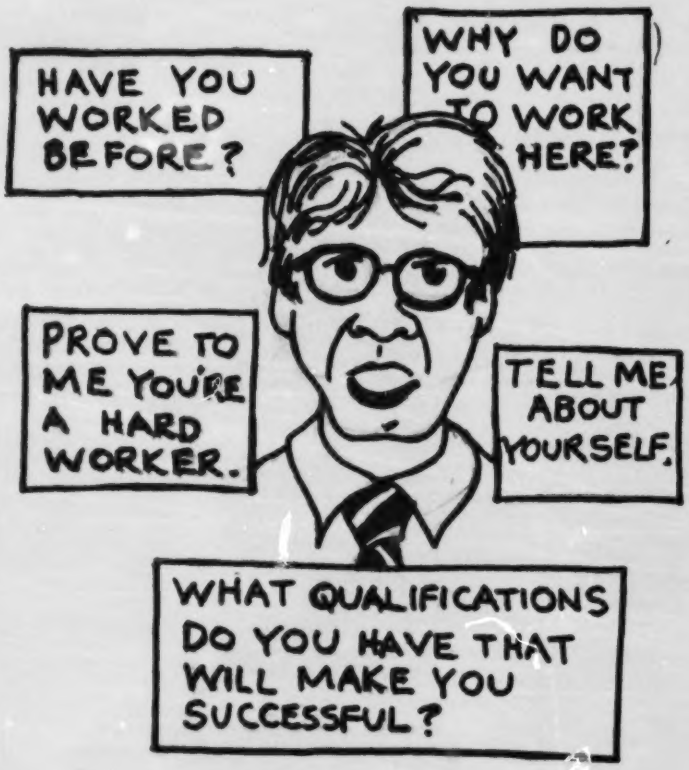
Who are their primary customers _____

Seasonal or steady work _____

Qualifications needed _____

CHAPTER SIX

THE JOB INTERVIEW


HAVE YOU WORKED BEFORE?
WHY DO YOU WANT TO WORK HERE?
PROVE TO ME YOU'RE A HARD WORKER.
TELL ME ABOUT YOURSELF.
WHAT QUALIFICATIONS DO YOU HAVE THAT WILL MAKE YOU SUCCESSFUL?

The job interview and the impression made during it are perhaps the most important events leading to any job. The decisions about who gets the job may depend entirely on the interviewer's reaction to the candidate as a prospective employee. Yet interviewers are continually amazed at the number of applicants who drift into job interviews without any apparent preparation and only a vague idea about what they are going to say.

This chapter contains ideas and recommendations on how the candidate should conduct himself effectively in an interview, a list of the most frequently asked questions from high school employers, and suggested activities and assignments.

The three sections entitled Conduct At The Interview, Recommendations During The Interview, and The Reminder Sheet, are handouts specifically written to the student. Examples, stories, and additional comments from you will help clarify and illustrate these points.

CONDUCT AT THE INTERVIEW

1. An interview really begins the moment the candidate enters the office or place of business.
2. Be sure you arrive on time because being punctual is important to most interviewers. Arriving 10-15 minutes before your scheduled time is recommended.
3. When you go to your interview be sure you attend alone. The employer is interested in you, not your friends and acquaintances.
4. Upon arrival, give your name and the name of the person you are scheduled to see to the secretary or receptionist on duty. They will give you further instructions on what to do.
5. When introduced to the interviewer, make him/her feel it is a pleasure to make their acquaintance. A pleasant smile will accomplish this most of the time.
6. Acknowledge your introduction. Repeat the interviewer's name as you greet him. "How do you do, Mr. Kelly?" sounds more respectful than "Hi." Repeating the interviewer's name shows respect.
7. A man should not offer a handshake until the interviewer offers his/hers first. A woman should offer to shake hands first if the interviewer is a man.
8. Wait for an invitation to be seated. Do not sit down until you are asked to have a seat. Exemplifying proper manners and etiquette is important.

THE INTERVIEW QUESTIONS

It is extremely difficult to predict all the questions that will be asked in any given interview. According to the area employers who hire high school students, there are several questions which are frequently asked. The following questions were asked by the majority of employers who conduct the interviews. This handout should be covered in detail.

1. Briefly tell me about yourself.
2. Why are you interested in working with this company?
3. What are your future plans?
4. What types of extra-curricular activities did you participate in when attending school? Would any of these conflict with the job?
5. What qualifications do you have that makes you feel you'd be successful at this job?
6. What experiences have you had that would help you on the job?
7. What personal characteristics do you feel a person must have to be successful in this field of work?
8. What have you done recently that shows initiative and willingness to work? Prove to me you're a hard worker.
9. What kind of boss do you prefer?
10. What salary do you expect to earn at this job?
11. How many hours per week are you available to work?
12. Why do you feel we should hire you?

DURING THE INTERVIEW

1. Speak distinctly with a strong voice. If you mumble your answers, it will be annoying for the interviewer. Answers are of no value if they can't be heard.
2. Sustain direct eye contact with the interviewer when answering questions. Don't let your eyes wander around the room or at the floor.
3. Keep calm and cool during the interview. You will be nervous because there is a lot at stake, but remain poised.
4. Be confident. A certain amount of modesty should temper your reply but the employer is far more impressed with a person who definitely believes in his/her qualifications than with one who is so humble that he/she appears unqualified for the job. Keep in mind, optimistic answers create a favorable impression.
5. Stress your abilities and talents. Mention each of your qualifications and tell why you feel you could excel at this job.
6. Listen carefully to the interviewer. Don't interrupt or be rude. Don't answer until he/she is finished asking the question.
7. Accept competition graciously. The employer wants to hire the best person available for the position. If you have sold yourself, he will remember you.
8. Be sure to thank the interviewer for his/her time. Also thank him/her for considering you for the job.

PERSONAL CHARACTERISTICS

Most employers of high school students look for specific qualities in candidates they employ. The most important qualities a candidate can exhibit in the interview are:

1. Positive attitude
2. Friendly and cheerful
3. Polite
4. Easy to talk to
5. Responsible

REMINDER SHEET

Recommended	Discouraged
1. Be pleasant and friendly	1. Don't take anyone with you
2. Let the interviewer control the interview	2. Don't monopolize the conversation
3. Don't be afraid to ask questions	3. Don't stretch the truth
4. Stress your qualifications	4. Don't chew gum
5. Thank the employer for the interview	5. Don't smoke
6. Use good posture when sitting and standing	6. Don't criticize past employees/employers
7. Listen to the interviewer closely	7. Don't argue with the interviewer
8. Answer questions clearly and accurately	8. Don't be impolite or rude
9. Be confident	
10. Have a positive attitude	
11. Leave promptly after the interview is over	
12. Thank all those who were involved in the interview	
13. Prepare yourself for each interview	

ACTIVITIES

There are numerous types of activities that can be incorporated in the Job Interview Chapter. Here are some suggested activities that could be implemented, depending on the size, grade level, cooperation, and enthusiasm of your class.

1. In many communities there are employers and owners of businesses that would be willing to visit your school and talk to your classes. You should incorporate these types of people in your unit activities. Contact these employers and invite them to visit with your students about their philosophy on hiring personnel for their place of business. Before employers visit your class, have the students research their place of business.. They should complete the Job Information and The Candidate's Questions worksheets found in Chapter Five. Compare the results of the Job Information Worksheet with them to see if their information is consistent and then review orally the Candidate's Questions worksheet. This will prepare the students before your guest arrives.
2. Divide the class into pairs, with one student being the candidate and the other a receptionist at a business. Have all the students role play the conversation between these two people at the same time. After this activity, place the students in groups of six and have them share

the conversation with the two other pairs that joined them. Then have each group of six select the best approach and role play these back to the entire class. A class of 24 students would have four examples. Lead a discussion on the most effective techniques and their importance.

3. The basic format of Activity 2 can be used in the introduction and the meeting of the candidate and the employer.
4. Have each student write responses to the twelve questions most commonly asked by high school employers (found in this chapter). If the students take time to write answers to each of these questions, it will help clarify their own thinking and help establish effective answers to all of the questions.
5. After writing out the answers to the twelve questions, the students should orally practice their responses. Have the students select a student to work with so everyone is in pairs. One student should be the interviewer and the other the candidate. Have the interviewer ask the candidate six out of the twelve questions making sure the answers are at least thirty seconds in length. Reverse the roles and complete the same activity, so each student has an opportunity to play both roles.

JOB INTERVIEW ASSIGNMENT

All of the materials, worksheets, and activities in the previous chapters have prepared the student for this particular assignment. All of their preparation can and should be used in this exercise. Each student will be interviewed for a job of his choice in front of the class.

Guidelines for the Assignment

1. Interview six students each day. If teaching a class of 24 students you will spend four days completing the interviews.
2. The six candidates should not be present in the room during the interviews. The hallway, empty room nearby, or the library are possible places to send them until it is their turn to be interviewed.
3. Appoint a "secretary" to bring the candidates back one at a time and introduce them to the interviewer.
4. You or selected students should play the role of the interviewer.
5. The interviewer should ask all of the twelve questions found in the chapter.
6. Video tape two or three of the interviews daily if this equipment is available. Playing these back during evaluation can be extremely beneficial to all of the students.
7. Each interview should last a minimum of six minutes and a maximum of eight minutes.

8. Students not interviewing that day should evaluate each candidate using the Evaluation Form at the end of the chapter. Remind the students to evaluate solely on the performance of each of the candidates in the interview. They should total up the score after each interview, so plan on two to three minutes between each interview. A perfect score is thirty.
9. At the end of each interview, collect the Evaluation Forms and total up the scores for each candidate. Using the total number of each candidate, evaluate and grade.

INTERVIEW EVALUATION

	Excellent	Very Good	Average	Poor	Unacceptable
	5	4	3	2	1
Appearance					
Manners/Polite Friendliness					
Confidence					
Voice					
Attitude					
Qualifications-suitability for job					

Total Points _____

CHAPTER SEVEN

THE FOLLOW-UP

If the candidate is still interested in the job, a number of things should be done after the initial interview with the employer.

Follow-Up

After the interview, the candidate should contact the employer again in some way. This can be accomplished by having the candidate write a brief letter to the employer, thanking him again for the interview, restating his/her interest in the position, and stressing that he/she can be of service and will work hard if selected for the job.

According to many area employers, it is always recommended that the candidate call the employer back two to three days after the interview. Most employers want to be contacted again to share the status of the job with all those who were interviewed.

Keep Trying

Remind the students that if they don't get the first job they apply for, don't be discouraged. There is great competition

in the job market, and you must be persistent. Many times it is not your fault. Some companies only hire a handful of people out of hundreds of applicants.

At each job interview you will gain valuable experience which will be an asset to prepare you for future interviews.

ACTIVITIES

1. Have the students write a follow-up letter to the employer who interviewed them for the assignment in Chapter Six. Remind them to include in the letter the suggested ideas in the chapter. Collect these letters and evaluate them accordingly.
2. Divide the class into pairs and have them select one person to be the candidate and the other the employer. Role play a follow-up telephone conversation between the candidate and employer. Ask for volunteers to share these with the rest of the class. Have them change roles when completed and do the activity again.
3. The job interview assignment is a learning experience. Have the student complete the Self Evaluation Form found on the next page. This is a handout written specifically for the student. This form can be used for the students' future reference before they interview for a job in their community.

SELF EVALUATION FORM

Evaluate your performance after your job interview by answering the following questions and explain your response.

1. What points did I make that seemed to impress the interviewer? _____

   _____

2. Did I appear tense or relaxed? _____
3. Did I ask intelligent questions? _____
4. In what ways did I sell myself? _____

   _____

5. Did I present my qualifications well? _____

   _____

6. Was I polite and respectful? _____
7. Did I answer all the questions? _____ Which ones did I have trouble answering? _____

   _____

   _____

8. How can I improve on my next interview? _____

   _____

   _____

   _____

EMPLOYER'S SURVEY

SAMPLE COPY

ESTABLISHMENT _____ AREA _____

1. Approximately how many high school students do you employ? _____ students

2. Should prospective job candidates contact you by

   Letter _____ Phone _____ Person _____

3. What is the average length of time you use to interview a candidate? _____ minutes

4. What information do you seek during the interview process? _____ _____

   _____ _____

   _____ _____

5. What are the important characteristics candidates should exhibit during the interview? _____

   _____

   _____ _____

6. What procedures and screening process do you use to select candidates for the interview? _____

   _____

   _____ _____

7. What do you recommend the candidates do after they have interviewed for the job? _____

   _____

   _____ _____

8. Do you have any advice for high school students before they apply for a job at your establishment?

EMPLOYER'S SURVEY

RESULTS

ESTABLISHMENT _____ AREA _____

1. Approximately how many high school students do you employ? 16 students

2. Should prospective job candidates contact you by

Letter	Phone	X Person

3. What is the average length of time you use to interview a candidate? 18 minutes

4. What information do you seek during the interview process?
   - Availability
   - Why do you want to work here
   - Personal characteristics
   - Experience
   - School activities

5. What are the important characteristics candidates should exhibit during the interview?
   - *Appearance
   - *Polite
   - Cheerful/friendly
   - Easy to talk to

6. What procedures and screening process do you use to select candidates for the interview?
   - *References

7. What do you recommend the candidates do after they have interviewed for the job?
   - *Call back

8. Do you have any advice for high school students before they apply for a job at your establishment?

   *Neat appearance
   *Be prepared

EMPLOYER'S SURVEYED

1. Sartori Hospital, Cedar Falls
2. Rolinger's Restaurant, Cedar Falls
3. McDonald's, Waterloo
4. McDonald's, Cedar Falls
5. Burger King, Cedar Falls
6. Hy Vee, College Square, Cedar Falls
7. Recreation Center, Cedar Falls
8. Iowa Sports, Cedar Falls
9. Sambo's, Cedar Falls-Waterloo
10. Donaldson's, Cedar Falls
11. Hy Vee, Waterloo
12. Maurices Clothing, Cedar Falls